**Lesson 4**

September 29

Immigration Theory and Policy

Essential question: How should nations organize their immigration policies?

Kyle will welcome the class and comment on the excellent breath and depth of the Google Earth narratives. Present task for this coming week – introduce picture for next week. Tell students will send an e-mail with the link.

He will present the essential question from last week that we will continue exploring today and revisit the purpose of examining the push/pull theory. (10 minutes)

Laura will ask students to bring out their page of notes from their independent research on immigration policy in another OECD country. Each student will say out which country they chose and group accordingly. Pair with another student from same country or most similar country. Students will then share the notes they have prepared with each other. Students will talk about the three sources they obtained their information from and how they were similar or differed. Students will confer on the immigration policies and attitudes as well as details about the major immigrant populations within their chosen country. Students will ask the question, “What kind of focus does the immigration policy have for the country’s greater society?” (example: economic, social, etc.) Come up with six most salient points (15 minutes)

We will form six regional groups of six people: Europe, Asia- Pacific, and North America – in regional conferences, students will use the paper taped to the wall and markers to deliberate about what their regions immigration policy should be in round one. In round two and three and four where they predict the implications of what you have just set in the immigration policy. Students will fill in the circle in the center of the paper with the policy name. Students will then consider possible consequences of that policy. Single lines will be drawn outwards and the consequence written in and circled. Students will then consider the range of possible results from the first set of consequence (first-order consequence). This time a double line outwards will be drawn, writing in and circling the second-order consequence, etc…

Go around the room- do a quick group by group reporting out of one interesting fourth round consequence came to.

p. 236 Pike and Selby - Causal effect of immigration policies

* Paper
* Markers
* Tape

BREAK

Kyle will frame next activity saying something along the lines of - last we talked about your push/pull factors now and potentially in your future. We also discussed theories of push/pull identifying economic, political, and social factors. We are going to talk about the complexity of issues facing others when they decide to leave their homes and come to your classroom.

Project:

Migration from Nicaragua during the Sandinista–Contra Years. In 1979, after over four decades of the brutal Somoza dictatorship, the FSLN (Sandinista National Liberation Front, or the Sandinistas) toppled the government. However, the country was in trouble (the economy was in ruins, food was scarce, education was weak, and medical help almost nonexistent) and the Sandinistas were soon fighting a guerrilla war launched by U.S.-backed Contras, or counterrevolutionaries. The new government faced numerous problems. Many Nicaraguans left their country, seeking peace and stability in other nations.

Each group of six take read about your student – imagine their life experience and now they have moved to the US and they are in your classroom. Address the scenario- imagine you are…

* Teacher 4th grade classroom for past 3 years
* New kid- speaks limited English proficiency with another primary language
* Treated like an outcast- students make fun of his accent- call names
* Issue of immigration naturally comes into your classroom- **how do you address this issue with your students in a way that respects diversity and perspective of students**
* **Can you imagine how to make this an applicable topic in a lesson?**

Large group debrief

* + With your knowledge of policy and knowledge of an individual student, how do you imagine moving that into the classroom and curriculum
  + Expect you as global educators to find ways to connect your content areas to lives and issues of students

Workshop time

* Go over tasks for next week- put picture up on wiki, send an e-mail- before read article write a one paragraph story about what is happening in this story
* Go over rubric – read first for grammar and spelling second read for structure, organization and clarity of ideas: Peer review - DRAFT ONE OF GLOBAL EDUCATORS STATEMENT
* Take it home and submit by Thursday night by 8pm.